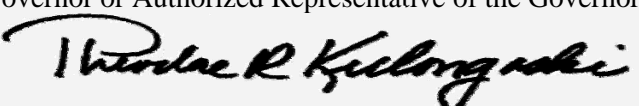



STATE FISCAL STABILIZATION FUND PHASE II APPLICATION

PART 1: APPLICATION COVER SHEET

(CFDA No. 84.394)

Legal Name of Applicant (Office of the Governor): State of Oregon Governor's Office Theodore R. Kulongoski, Governor	Applicant's Mailing Address: 254 State Capitol 900 Court Street NE Salem, OR 97301
State Contact for the Education Stabilization Fund Name: Kate Cooper Richardson Position and Office: Program Manager Economic Recovery Executive Team Office of the Governor Contact's Mailing Address: 1225 Ferry Street SE Salem, OR 97301-4281 Telephone: 503/378-5522 Fax: 503/378-5253 E-mail address: kate.richardson@state.or.us	
To the best of my knowledge and belief, all of the information and data in this application are true and correct.	
Governor or Authorized Representative of the Governor (Printed Name): Theodore R. Kulongoski GOVERNOR, STATE OF OREGON	Telephone: 503/378-3111
Signature of Governor or Authorized Representative of the Governor: 	Date: January 11, 2010
Recommended Statement of Support from the Chief State School Officer (<i>Optional</i>): The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.	
Chief State School Officer (Printed Name): Susan Castillo SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF OREGON	Telephone: 503/947-4750
Signature of the Chief State School Officer: 	Date: January 11, 2010

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

PART 2A: UPDATE OF MAINTENANCE-OF-EFFORT DATA

- 1. Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

FY 2006 **\$ 2,566,584,519**

FY 2009 **\$ 2,921,274,528**

FY 2010* **\$ 2,780,096,041**

FY 2011* **\$ 2,774,860,020**

(* Provide data to the extent that data are currently available.)

- 2. Levels of State support for public institutions of higher education** *(enter amounts for each year):*

FY 2006 **\$ 554,534,240**

FY 2009 **\$ 584,622,225**

FY 2010* **\$ 572,179,917**

FY 2011* **\$ 574,909,362**

(* Provide data to the extent that data are currently available.)

- 3. Additional Submission Requirements:** In an attachment to the application –

- (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and –

SEE ATTACHMENT A

- (b) Identify and describe the data sources used in determining the levels of State support for public IHEs.

SEE ATTACHMENT A

PART 2: MAINTENANCE-OF-EFFORT INFORMATION

PART 2B: ATTESTATION OF MAINTENANCE-OF-EFFORT COMPLIANCE

The Governor or his/her authorized representative attests to the following:

To the best of his/her knowledge and based on the best available data, the State has met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009

(check all that apply):

☒ for elementary and secondary education.

☒ for public Institutions of Higher Education (IHEs).

Governor or Authorized Representative of the Governor (Printed Name):

Theodore R. Kulongoski
GOVERNOR, STATE OF OREGON

Signature:



Date:

January 11, 2010

If a State has not met or cannot meet MOE for either elementary and secondary education or public IHEs, or both, it must complete the following:

The State has not met all maintenance-of-effort requirements for the State Fiscal Stabilization Program for FY 2009 and

(check one):

☐ has already submitted a MOE Waiver Request to the US Department of Education.

☐ is submitting a MOE Waiver Request with this application package.

ATTACHMENT A

Part 2A: Update of Maintenance-of-Effort Data

3(a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education:

Oregon will comply with the elementary and secondary education MOE requirements on an aggregate basis using the amount of funds provided to LEAs through the State's primary funding formulae, the State School Fund and the School Improvement Fund.

For FY 2006, this amount of funding is described in 2005 Senate Bill 5510 section 4(1).

For FY 2008, this amount of funding is described in 2007 House Bill 5020 section 4(1), plus the portion of 2007 House Bill 5021 that was expended during FY 2008, plus the funds described in 2008 Senate Bill 5556 section 24.

For FY 2009 "prior-enacted," this amount of funding is described in 2007 House Bill 5020 section 4(2), plus the portion of 2007 House Bill 5021 that was expended during FY 2009.

For FY 2009, this amount of funding is described in 2007 House Bill 5020 section 4(2), plus the portion of 2007 House Bill 5021 that was expended during FY 2009, plus 2009 Senate Bill 5552 section 1(4) for State School Fund and School Improvement Fund.

FY 2010, this amount of funding is equal to the amount in 2009 Senate Bill 5520 section 5(1) minus the amount of ARRA funds distributed to LEAs (\$160,000,000).

For FY 2011, this amount of funding is equal to the amount in 2009 Senate Bill 5520 section 5(2) minus the conditional amount in section 10(2)(c) (\$200,000,000); and minus an estimate of additional Common School Fund (local revenue) that may be available during this year (\$19,140,000); and minus the amount of ARRA funds to be distributed to LEAs (\$66,099,942).

3(b) Identify and describe the data sources used in determining the levels of State support for public IHEs:

Unlike primary and secondary education, State support for institutions of higher education is approved on a biennial basis. The following identifies legal authority for State support for IHEs and the additional records that were consulted to identify annual expenditure of authorized funds. State support appropriated to post-secondary education agencies that are not expended on IHEs are excluded for the calculations in this application. Only General Fund and Lottery Funds appropriations are included.

For FY 2006:

- Biennial budgets were established by the following legislative actions:
 - Department of Higher Education: 2005 House Bill 5153 sections 01-01, 01-02, 01-04, 03; 2005 House Bill 5176, section 4; January 2006 Emergency Board action, and June 2006 Emergency Board minutes.
 - Department of Community Colleges and Workforce Development: 2005 Senate Bill 5617 sections 01-02 and 01-04; 2005 House Bill 5617, section 01-04; January 2006 Emergency Board minutes, and June 2006 Emergency Board minutes.
 - Oregon Health and Sciences University: 2005 House Bill 5134, section 01-01, 01-02, and 01-03.

- Annual expenditures were identified through the following documents:
 - Department of Higher Education 2005-06 and 2006-07 monthly allotment plans; 2005-06 and 2006-07 Department of Higher Education Budget Report Summaries.
 - Department of Community Colleges and Workforce Development 2005-06 and 2006-07 quarterly allotment plans.
 - Oregon Health and Sciences University 2005-06 and 2006-07 quarterly allotment plans.

For FY 2008 and 2009:

- Biennial budgets were established by the following legislative actions:
 - Department of Higher Education: 2007 Senate Bill 5515 sections 01-01, 01-02, 01-04, 03; 2007 Senate Bill 5549, section 24-01, 24-02, and 41-04; 2007 House Bill 3543, section 16; 2009 Senate Bill 5552, section 04-04; and June 2008 Emergency Board minutes.
 - Department of Community Colleges and Workforce Development: House Bill 5012, sections 01-02 and 01-03; Senate Bill 5549, section 24c-01 and 41-04; 2009 Senate Bill 5552, section 04-04; and June 2008 Emergency Board minutes.
 - Oregon Health and Sciences University: 2007 Senate Bill 5529, section 01-01, 01-02, and 01-03; and 2009 Senate Bill 5552, section 01-04.
- Annual expenditures were identified through the following documents:
 - Department of Higher Education 2007-08 and 2008-09 monthly allotment plans; 2007-08 and 2008-09 Department of Higher Education Budget Report Summaries.
 - Department of Community Colleges and Workforce Development 2007-08 and 2008-09 quarterly allotment plans.
 - Oregon Health and Sciences University 2007-08 and 2008-09 quarterly allotment plans.

For FY 2010 and 2011:

- Biennial budgets were established by the following legislative actions:
 - Oregon University System: 2009 House Bill 5017 sections 01-01, 01-02, 01-04, 03 and 2009 House Bill 5054, section 33-01, 47-01, and 61-04.
 - Department of Community Colleges and Workforce Development: 2009 Senate Bill 5551, sections 01-02 and 01-03.
 - Oregon Health and Sciences University: 2009 House Bill 5032, section 01-01, 01-02, and 01-03.
- Annual expenditures were identified through the following documents:
 - Oregon University System 2009-10 and 2010-11 monthly allotment plans; 2009-10 and 2010-11 Oregon University System Budget Report Summaries.
 - Department of Community Colleges and Workforce Development 2009-10 and 2010-11 quarterly allotment plans.
 - Oregon Health and Sciences University 2009-10 and 2010-11 quarterly allotment plans.

PART 3: DATA COLLECTION, PUBLIC REPORTING, AND PLANNING

In this section, the State of Oregon has described the state's ability to collect the data and other information as it pertains to the assurance indicators and descriptors as detailed in **Application for Funding for Phase II of the Education Fund under the State Fiscal Stabilization Fund Program** as well as plans, as required, for the assurance indicators and descriptors.

As required in the application instructions, when the State of Oregon is able to fully collect and publicly report the required data, a URL where the most recent data or information can be accessed is noted. When the State of Oregon is not able to collect or publicly report the data or information an individual plan has been included for that indicator/descriptor.

In order to effectively manage the completion of the plans, the Oregon Department of Education (ODE) has developed the following project structure as well as defining progress reporting.

Project Structure

Project Role	Office/Role	Responsibility
Project Sponsor	State Superintendent of Public Instruction	Remove barriers; ensure Oregon Department of Education has the resources to complete plans
Project Director	Deputy Superintendent	Remove barriers; work with internal offices to ensure collaboration with completing plans
Stakeholders	Assistant Superintendents: Office of Assessment and Information Services, Office of Educational Improvement and Innovation, Office of Student Learning and Partnerships, Office of Analysis and Reporting	Remove barriers; collaborate with peers to ensure cross-office commitments to complete plans. Participate in plan completion where necessary.
Stakeholder	Assistant Superintendent Office of Analysis and Reporting	Completion of Plans for indicators; (c)(11) & (c)(12). Support other ODE offices in completing plans as noted and required. Monthly Progress Reporting.
Stakeholder	Chief Information Officer, Office of Assessment and Information Services	Completion of Plans for indicators; (b)(1) & (b)(3). Support other ODE offices in completing plans as noted and required. Monthly Progress Reporting.
Stakeholder	Director, Assessment and Accountability	Completion of Plans for indicators; (c)(1), (c)(6), (c)(10), (d)(1), (d)(2), (d)(9) & (d)(10). Support other ODE offices in completing plans as noted and required. Monthly Progress Reporting.

Stakeholder	Director, Operations, Fiscal and Data Management	Completion of Plans for indicators; (a)(1), (a)(2), (a)(3), (a)(4), (a)(5), (a)(6), (a)(7), (d)(3), (d)(4), (d)(5), (d)(6), (d)(11) & (d)(12) . Completion of Plans for descriptors; (a)(1), (a)(2) & (d)(1). Support other ODE offices in completing plans as noted and required. Monthly Progress Reporting.
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Project Progress Reporting

Each Director will provide monthly reporting on the progress of indicator/descriptor plan progress. Special attention should be given to noted issues with timelines and resources. Assistant Superintendents will provide progress reporting as required by established ODE process and procedures.

Location for where the public can find the approved application, progress updates and completed outcomes for the State Plan:

<http://stimulus.k12partners.org/category/subject-area/sfsf-phase-ii>

Overall Timeline

Below is a high level timeline that shows the development and implementation of all assurance indicators and descriptors that require this level of planning. Individual indicator/descriptor plans are in section 3B: Data Collection and Public Reporting Plan.

Date	Indicator/Descriptor Plan Start/Complete
April 2009	Start Indicator(s): (c)(10)
December 2009	Start Indicator(s): (a)(2), (d)(3), (d)(4), (d)(5), (d)(6)
January 2010	Start Descriptor(s): (d)(1)
February 2010	Start Indicator(s): (c)(6)
March 2010	Start Indicator(s): (d)(1), (d)(2), (d)(9), (d)(10), (d)(11), (d)(12) Complete Indicator(s): (d)(3), (d)(5) Complete Descriptor(s): (d)(1)
April 2010	Start Indicator(s): (b)(1) Complete Indicator(s): (c)(10)
July 2010	Start Indicator(s): (c)(1), (c)(11), (c)(12)
August 2010	Complete Indicator(s): (c)(1)
October 2010	Start Indicator(s): (a)(3), (a)(4), (a)(5), (a)(6), (a)(7) Start Descriptor(s): (a)(1), (a)(2)
November 2010	Start Indicator(s): (b)(3)

January 2011	Compete Indicator(s): (d)(11), (d)(12)
March 2011	Start Indicator(s): (a)(1)
June 2011	Complete Indicator(s): (c)(11), (c)(12)
August 2011	Complete Indicator(s): (c)(6)
September 2011	Complete Indicator(s): (a)(1), (a)(2), (a)(3), (a)(4), (a)(5), (a)(6), (a)(7), (b)(1), (b)(3), (d)(1), (d)(2), (d)(4), (d)(6), (d)(9), (d)(10) Complete Descriptor(s): (a)(1), (a)(2),

Indicator/Descriptor Plans Budget


Below, the State of Oregon has provided the overall budget for the development, execution and oversight of the required indicator/descriptor plans.

State of Oregon State Fiscal Stabilization Fund Phase II Application 11-Jan-10									
					Year #1	Year #2	Year #3	Year #4	
			Calculated Cost	Calculated Cost					
		Funding Source	2009-2011	2011-2013	2009-2010	2010-2011	2011-2012	2012-2013	
SUMMARY									
A. PERSONAL SERVICES COSTS									
		State	41,869	10,467	0	41,869	10,467	0	
		Local	0	0	0	0	0	0	
		Federal	722,345	138,547	253,463	468,882	138,547	0	
		Federal	1,461,378	254,776	251,274	1,210,104	254,776	0	
		All Funds	2,225,592	403,790	504,736	1,720,855	403,790	0	
		FTE	13.30	2.41					
B. SERVICES AND SUPPLIES									
		State	0	0	0	0	0	0	
		Local	0	0	0	0	0	0	
		Federal	0	0	0	0	0	0	
		All Funds	0	0	0	0	0	0	
C. CAPITAL OUTLAY									
		State	0	0	0	0	0	0	
		Local	0	0	0	0	0	0	
		Federal	0	0	0	0	0	0	
		All Funds	0	0	0	0	0	0	
D. GRANTS									
		State	0	0	0	0	0	0	
		Local	0	0	0	0	0	0	
		Federal	0	0	0	0	0	0	
		All Funds	0	0	0	0	0	0	
TOTAL COSTS ESTIMATED									
		State	41,869	10,467	0	41,869	10,467	0	
		Local	0	0	0	0	0	0	
		Federal	2,183,723	393,323	504,736	1,678,986	393,323	0	
		All Funds	2,225,592	403,790	504,736	1,720,855	403,790	0	

PART 3A: ASSURANCE INDICATORS AND DESCRIPTORS

For each indicator/descriptor the State of Oregon has responded by marking the appropriate box and has provided the appropriate level of documentation according to the instructions for the marked box.

I. Assurance (a): Achieving Equity in Teacher Distribution

Indicator (a)(1)	Confirm, for the State, the number and percentage (including numerator and denominator) of core academic courses taught, in the highest-poverty and lowest-poverty schools, by teachers who are highly qualified consistent with section 9101(23) of the Elementary and Secondary Education Act of 1965, as amended (ESEA).	
<p>Please respond (Yes or No): Are the data related to this indicator at http://www.ed.gov/programs/statestabilization/indicator-a1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p>If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>annually</i> on a website. ➔ Provide the State website where the data are provided by the State to the public:⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but updates it <i>less than annually</i>. ➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public: ⁷ Click here to enter text.</p> <p>⁸ <input checked="" type="checkbox"/> The State does not make the data publicly available on a website. ➔ Provide the State's plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite "Indicator (a)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>		

Descriptor (a)(1)	Describe, for each local educational agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.
<p>Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of teachers?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information. If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. ➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p> <p>Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of teachers in decisions regarding teacher development, compensation, promotion, retention, and removal?</p> <p>⁸ <input type="checkbox"/> Yes, the State collects this information. If Yes, please respond (check one):</p>	

⁹ ☐ The State makes the information *publicly available* and updates the information *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:¹⁰ [Click here to enter text.](#)

¹¹ ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:


¹² [Click here to enter text.](#)

¹³ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Descriptor (a)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(2)	Confirm whether the State's Teacher Equity Plan (as part of the State's Highly Qualified Teacher Plan) fully reflects the steps the State is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers (as required in section 1111(b)(8)(C) of the ESEA).	
<p>Please respond (Yes or No): Is the State's Teacher Equity Plan located at http://www.ed.gov/programs/teacherqual/hqtplans/index.html correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p style="padding-left: 40px;">➔ If checked, provide below or in an attachment the State's most updated Teacher Equity Plan. A URL linking to the correct data on the State's website is also sufficient:³ Click here to enter text.</p> <p>Please respond (check only one):</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>annually</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is provided by the State to the public:⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> on a website but updates it <i>less than annually</i>.</p> <p style="padding-left: 40px;">➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 2B. Cite "Indicator (a)(2)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the most recently updated information is provided by the State to the public:⁷ http://www.ode.state.or.us/search/page/?id=2215</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State's plan for making the information publicly available and updating the information annually on a website in Part 3B. Cite "Indicator (a)(2)" in the Plan Element Verification chart in Part 4B, Section I and mark both the Collection and Public Reporting columns.</p>		

Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.
<p>Please respond (check Yes or No): Does the State collect a description of the system each LEA uses to evaluate the performance of principals?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information. If Yes, please respond (check one): ² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website. ➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text. ⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text. ⁶ <input type="checkbox"/> The State does not make the information publicly available on a website. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p> <p>Please respond (check Yes or No): Does the State collect a description of the manner in which each LEA uses the results of the evaluation systems described above related to the performance of principals in decisions regarding principal development, compensation, promotion, retention, and removal?</p> <p>⁸ <input type="checkbox"/> Yes, the State collects this information. If Yes, please respond (check one): ⁹ <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. ➔ Provide the State website where the information is collected and publicly available:¹⁰ Click here to enter text.</p>	

¹¹ ☐ The State makes the information *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information are provided by the State to the public:

¹² [Click here to enter text.](#)

¹³ ☐ The State does not make the information publicly available on a website.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

¹⁴ ☒ No, the State does not collect this information.

➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Descriptor (a)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth data as an evaluation criterion.
<p>Please respond (check Yes or No): Does the State request information on whether the system each LEA uses to evaluate the performance of teachers includes student achievement outcomes or student growth data as an evaluation criterion?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p style="padding-left: 40px;">If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p style="padding-left: 80px;">➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 80px;">➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.
<p>Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage of teachers rated at each performance rating or level?</p> <p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p style="padding-left: 40px;">If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p style="padding-left: 80px;">➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 80px;">➔ Provide the State website where the most recently updated data are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.
<p>Please respond (check Yes or No): Does the State collect, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level?</p> <p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p style="padding-left: 40px;">If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p style="padding-left: 80px;">➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. Provide the State website where the most recently updated data are provided by the State to the public:⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(5)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.
<p>Please respond (check one): Does the State collect information on whether the system each LEA uses to evaluate the performance of principals includes student achievement outcomes or student growth data as an evaluation criterion?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p style="padding-left: 40px;">If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates it <i>at least annually</i> on a website.</p> <p style="padding-left: 80px;">➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates it <i>less than annually</i>.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 80px;">➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (a)(6)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.
<p>Please respond (check one): Does the State collect and publicly report, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage of principals rated at each performance rating or level?</p> <p>¹ <input type="checkbox"/> Yes, the State collects these data.</p> <p style="padding-left: 40px;">If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p style="padding-left: 80px;">➔ Provide the State website where the data are collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 80px;">➔ Provide the State website where the most recently updated data are provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p style="padding-left: 80px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect these data.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the data publicly available and updating the data annually on a website in Part 3B. Cite “Indicator (a)(7)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

II. Assurance (b): Improving Collection and Use of Data



Indicator (b)(1)	Indicate which of the 12 elements described in section 6401(e)(2)(D) of the America COMPETES Act are included in the State's statewide longitudinal data system.
<p>Instructions: Please indicate which of the 12 elements of the America COMPETES Act are included in the State's statewide longitudinal data system.</p> <p>Please respond (check Yes or No): For pre-K through postsecondary education, does the State's statewide longitudinal data system include the following elements:</p> <p>(1) A unique statewide student identifier that does not permit a student to be individually identified by users of the system?</p> <p><input checked="" type="checkbox"/> Yes.</p> <p><input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #1 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(2) Student-level enrollment, demographic, and program participation information?</p> <p><input checked="" type="checkbox"/> Yes.</p> <p><input type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #2 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>(3) Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete pre-K through postsecondary education programs?</p> <p><input type="checkbox"/> Yes.</p> <p><input checked="" type="checkbox"/> No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #3 in the Plan Element Verification Chart in Part 3B, Section II.</p> <p>4) The capacity to communicate with higher education data systems?</p>	

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #4 in the Plan Element Verification Chart in Part 3B, Section II.

(5) An audit system assessing data quality, validity, and reliability?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #5 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For pre-K through grade 12 education, does the State's statewide longitudinal data system include the following elements:

(6) Yearly State assessment records of individual students?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #6 in the Plan Element Verification Chart in Part 3B, Section II.

(7) Information on students not tested, by grade and subject?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #7 in the Plan Element Verification Chart in Part 3B, Section II.

(8) A teacher identifier system with the ability to match teachers to students?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #8 in the Plan Element Verification Chart in Part 3B, Section II.

(9) Student-level transcript information, including on courses completed and grades earned?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #9 in the Plan Element

Verification Chart in Part 3B, Section II.

(10) Student-level college readiness test scores?

☐ Yes.

☒ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #10 in the Plan Element Verification Chart in Part 3B, Section II.

Please respond (check Yes or No): For postsecondary education, does the State's statewide longitudinal data system include the following elements:

(11) Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework?

☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #11 in the Plan Element Verification Chart in Part 3B, Section II.

(12) Other information determined necessary to address alignment and adequate preparation for success in postsecondary education?


☒ Yes.

☐ No. Provide a plan for including this element in your statewide longitudinal data system in Part 3B. Cite #12 in the Plan Element Verification Chart in Part 3B, Section II.


Indicator (b)(2)	Indicate whether the State provides student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs.
<p>Please respond (check Yes or No): Does the State provide student growth data on their current students and the students they taught the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects, in a manner that is timely and informs instructional programs?</p> <p><input checked="" type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section III, check “Not Applicable.”</p> <p><input type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section III.</p>	

Indicator (b)(3)	Indicate whether the State provides teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments.
<p>Please respond (check Yes or No): Does the State provide teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects with reports of individual teacher impact on student achievement on those assessments?</p> <p><input type="checkbox"/> Yes. You are not required to provide further information. In Part 3B, Section IV, check “Not Applicable.”</p> <p><input checked="" type="checkbox"/> No. Provide a plan for providing this information to teachers in Part 3B, Section IV.</p>	


III. Assurance (c): Standards and Assessments

Indicator (c)(1)	Confirm the approval status, as determined by the Department, of the State's assessment system under section 1111(b)(3) of the ESEA with respect to reading/language arts, mathematics, and science assessments.	
<p>Please respond (check one): Is the status of the Department's approval, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>² <input type="checkbox"/> No, the status is not correct.</p> <p style="padding-left: 40px;">→ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State website where the status is provided by the State to the public: ⁵ News Release on July 20, 2007: http://www.ode.state.or.us/news/releases/default.aspx?yr=2007&kw=&rid=575</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">→ If checked, provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ ⁸ <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p style="padding-left: 40px;">→ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

AS REQUESTED BY USED, STATE CONFIRMS THIS IS THE MOST UP-TO-DATE STATUS OF OREGON'S ASSESSMENT SYSTEM. STATE HAS CHECKED THE BOX TO INDICATE THIS IS THE MOST UP-TO-DATE STATUS AND HAS REMOVED THE STATE PLAN.

Indicator (c)(2)	Confirm whether the State has developed and implemented valid and reliable alternate assessments for students with disabilities that are approved by the Department.	
<p>Please respond (Yes or No): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the status is correct.</p> <p>² <input type="checkbox"/> No, the status is not correct.</p> <p style="padding-left: 40px;">➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State’s website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the status information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the status is provided by the State to the public:⁵ Extended Assessment Test Specifications and Peer Review Documentation: http://www.ode.state.or.us/search/page/?=1560</p> <p>⁶ <input type="checkbox"/> The State makes the status information <i>publicly available</i> on a website and <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the status information publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State’s plan for making the status publicly available and up-to-date on a website in Part 3B. Cite “Indicator (c)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

AS REQUESTED BY USED, STATE CONFIRMS THIS IS THE MOST UP-TO-DATE STATUS OF OREGON’S ASSESSMENT SYSTEM.

Indicator (c)(3)	Confirm whether the State's alternate assessments for students with disabilities, if approved by the Department, are based on grade-level, modified, or alternate academic achievement standards.	
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p> ➔ If checked, provide below or in an attachment the correct information and any other supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p> ➔ Provide the State website where the information is collected and publicly available:⁵ Oregon's Extended Assessment: http://www.ode.state.or.us/search/page/?id=2691</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p> ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> ➔ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p> ➔ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(3)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

AS REQUESTED BY USED, STATE CONFIRMS THIS IS THE MOST UP-TO-DATE STATUS OF OREGON'S ASSESSMENT SYSTEM.

Indicator (c)(4)	Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides students with disabilities to ensure their meaningful participation in state assessments.
<p>Please respond (check one): Does the State collect these data (as defined in Indicator (c)(4))?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the data are collected and publicly available:³ <u>Assessment Accommodations:</u> http://www.ode.state.or.us/search/page/?=487.</p> <p>Oregon has developed a process for ongoing evaluation and review of accommodations to its assessments. These reviews and evaluations occur quarterly.</p> <ul style="list-style-type: none"> At the state level, the advisory body to Oregon assessment systems is the Accommodations Panel. The panel reviews best practices and approves accommodations on a quarterly basis. Any changes must be approved by the Oregon Department of Education. Changes are posted to the ODE's web site (see below). Also see http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/oregon-accommodations-manual-2009-2010.pdf This manual was last updated in January 2010. At the local level, the IEP team reviews the accommodations that match the student's needs, consider the student's willingness to learn to use the accommodation, opportunities to learn how to use the accommodation in classroom settings, and conditions for use on state assessments. The IEP team also conducts an evaluation of the appropriateness and effectiveness of the accommodation. A guide to evaluate the accommodations is available to teachers in the Accommodations manual. Students with disabilities taking the general assessment with accommodations are collected at the state level and reported on district and program reports. http://www.ode.state.or.us/data/ReportCard/sped/ <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p>→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available:⁵ <u>Click here to enter text.</u></p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

⁷ ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(4)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

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Indicator (c)(5)	Confirm the number and percentage (including numerator and denominator) of students with disabilities who are included in State reading/language arts and mathematics assessments.
<p>Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p> ➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient:</p> <p> ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p> ➔ Provide the State website where the data are collected and publicly available:⁵ Public Reports: <u>http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx</u> - select a <u>school district</u> from the <u>District drop-down box</u>; "<u>Students with Disabilities (SWD)</u>" from the <u>Sub-Group drop-down box</u>; and "<u>Reading & Lit</u>" from the <u>Subject drop-down box</u>. <u>State level numbers and percents are in the rightmost two columns.</u></p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p> ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p> ➔ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of students with disabilities on State assessments in <i>reading/language arts publicly available</i> on a website.</p> <p> ➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>Please respond (check one): Can the State confirm that the number and percentage of students with disabilities who are included in State <i>mathematics</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c5m.xls, are correct?</p>	

⁹ ☒ Yes, the data are correct.

¹⁰ ☐ No, the data are not correct.

➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ¹¹ [Click here to enter text.](#)

Please respond (check one):

¹² ☒ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

➔ Provide the State website where the data are collected and publicly available:¹³ [Public Reports: http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx](#) - select a school district from the District drop-down box; "Students with Disabilities (SWD)" from the Sub-Group drop-down box; and "Mathematics" from the Subject drop-down box. State level numbers and percents are in the rightmost two columns.

¹⁴ ☐ The State makes the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ ☐ The State does not make the data relative to the inclusion of students with disabilities on State assessments in *mathematics publicly available* on a website.


➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.


Indicator (c)(6)	Whether the state has completed, within the last two years, an analysis of the appropriateness and effectiveness of the accommodations it provides limited English proficient students to ensure their meaningful participation in state assessments.
<p>Please respond (check one): Does the State collect these data (as defined in Indicator (c)(6))?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects these data.</p> <p>If Yes, please respond (check one):</p> <p>² <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the data are collected and publicly available:³ http://www.ode.state.or.us/search/page/?id=487</p> <p>Oregon has developed a process for ongoing evaluation and review of accommodations to its assessments. These reviews and evaluations occur quarterly.</p> <ul style="list-style-type: none"> At the state level, the advisory body to Oregon assessment systems is the Accommodations Panel. The panel reviews best practices and approves accommodations on a quarterly basis. Any changes must be approved by the Oregon Department of Education. Changes are posted to the ODE's web site (see below). Also see http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/oregon-accommodations-manual-2009-2010.pdf This manual was last updated in January 2010. At the local level, the IEP team reviews the accommodations that match the student's needs, consider the student's willingness to learn to use the accommodation, opportunities to learn how to use the accommodation in classroom settings, and conditions for use on state assessments. The IEP team also conducts an evaluation of the appropriateness and effectiveness of the accommodation. A guide to evaluate the accommodations is available to teachers in the Accommodations manual. Students with disabilities taking the general assessment with accommodations are collected at the state level and reported on district and program reports. http://www.ode.state.or.us/data/ReportCard/sped/ <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the data <i>less than annually</i>.</p> <p>→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the data are collected and publicly available:⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>→ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>	

⁷ ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

PER USED'S REQUEST, REVISED WITH APPROPRIATE LINK AND STATE PLAN REMOVED; DESCRIPTION OF PROCESS ADDED

Indicator (c)(7)	Confirm whether the State provides native language versions of State assessments for limited English proficient students that are approved by the Department.	
<p>Please respond (check one): Is the information related to this indicator, available at http://www.ed.gov/programs/statestabilization/indicator-c1.xls, correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the information is correct.</p> <p>² <input type="checkbox"/> No, the information is not correct.</p> <p style="padding-left: 40px;">→ If checked, provide below or in an attachment the correct information and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p style="padding-left: 40px;">→</p> <p>Please respond (check one): Is the State's current status available on the State's website?</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">→ Provide the State website where the information is collected and publicly available:⁵ Assessment Peer Review Documentation: http://www.ode.state.or.us/search/page/?=1446</p> <p>⁶ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">→ Provide the State website where the information is collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p style="padding-left: 40px;">→ Provide the State's plan for making the information publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (c)(8)	Confirm the number and percentage (including numerator and denominator) of limited English proficient students who are included in State reading/language arts and mathematics assessments.	
<p>Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State <i>reading/language arts</i> assessments, available at http://www.ed.gov/programs/statestabilization/indicator-c8r.xls, are correct?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the data are correct.</p> <p>² <input type="checkbox"/> No, the data are not correct.</p> <p style="padding-left: 40px;">➔ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ³ Click here to enter text.</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available and keeps it <i>up-to-date</i> on a website.</p> <p style="padding-left: 40px;">➔ Provide the State website where the data are collected and publicly available:⁵ Public Reports: http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx - select a school district from the District drop-down box; "Limited English Proficient (LEP)" from the Sub-Group drop-down box; and "Reading & Lit" from the Subject drop-down box. State level numbers and percents are in the rightmost two columns.</p> <p>⁶ <input type="checkbox"/> The State makes the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website but <i>does not keep it up-to-date</i>.</p> <p style="padding-left: 40px;">➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p style="padding-left: 40px;">➔ Provide the State website where the data are collected and publicly available:⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data relative to the inclusion of limited English proficient students on State assessments in <i>reading/language arts</i> publicly available on a website.</p> <p style="padding-left: 40px;">➔ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>Please respond (check one): Can the State confirm that the number and percentage of limited English proficient students who are included in State</p>		

mathematics assessments, available at <http://www.ed.gov/programs/statestabilization/indicator-c8m.xls>, are correct?

⁹ ☒ Yes, the data are correct.

¹⁰ ☐ No, the data are not correct.

→ If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: ¹¹ [Click here to enter text.](#)

→

Please respond (check one):

¹² ☒ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* and keeps it *up-to-date* on a website.

→ Provide the State website where the data are collected and publicly available:¹³ [Public Reports: http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx](#) - select a school district from the District drop-down box; "Limited English Proficient (LEP)" from the Sub-Group drop-down box; and "Mathematics" from the Subject drop-down box. State level numbers and percents are in the rightmost two columns.


¹⁴ ☐ The State makes the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website but *does not keep it up-to-date*.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the data are collected and publicly available:¹⁵ [Click here to enter text.](#)

¹⁶ ☐ The State does not make the data relative to the inclusion of limited English proficient students on State assessments in *mathematics publicly available* on a website.

→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (c)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

Indicator (c)(9)	Confirm that the State’s annual State Report Card (under section 1111(h)(1) of the ESEA) contains the most recent available State reading and mathematics National Assessment of Educational Progress (NAEP) results as required by 34 CFR 200.11(c).	
<p>Please respond (check one): Does the State Report Card include the most recent available State reading and math National Assessment of Educational Progress (NAEP) results?</p> <p><input checked="" type="checkbox"/> Yes, the State Report Card includes this information.</p> <p><input type="checkbox"/> No, the State Report Card does not include this information.</p> <p>➔ If checked, please provide a plan for including this information on the State Report Card in Part 3B. Cite “Indicator (c)(9)” in the Plan Element Verification Chart in Part 3B, Section I, and mark the Public Reporting column.</p> <p>Please supply the following information:</p> <p>Please attach the State Report Card or provide the URL where the State Report Card is provided to the public: The State Report Card is located at http://www.ode.state.or.us/data/annreportcard/rptcard2009.pdf .</p>		

Indicator (c)(10)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), the number and percentage (including numerator and denominator) of students who graduate from high school using a four-year adjusted cohort graduation rate as required by 34 CFR 200.19(b)(1)(i).
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(10))?



¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☒ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³

Oregon released its Cohort Graduation Rate May 25th, 2010. The press release and links to reports can be found at <http://www.ode.state.or.us/news/releases/default.aspx?yr=0000&kw=&rid=754#top>.

• For school district cohort graduation data go to: www.ode.state.or.us/search/page/?id=2644 Once there, click on the following link to get to the district breakdown: [Cohort Media File 2008-2009](#)   **New** 05/25/2010 (2.12 MB)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Cite "Indicator (c)(10)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Collection and Public Reporting column.

REVISED TO INDICATE THE STATE'S ACTIONS REGARDING THIS INDICATOR AND TO PROVIDE THE LINK TO THE DATA

Indicator (c)(11)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i), the number and percentage (including numerator and denominator) who enroll in an institution of higher education (IHE) (as defined in section 101(a) of the Higher Education Act of 1965, as amended (HEA)) within 16 months of receiving a regular high school diploma.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(11))?

¹ ☐ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

⁷ ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to “Indicator (c)(11)” in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State’s plan for developing the means to collect and to publicly report the data (but not the State’s implementation of those means) in Part 3B, Section V.

Indicator (c)(12)	Provide, for the State, for each LEA in the State, for each high school in the State and, at each of these levels, by student subgroup (consistent with section 1111(b)(2)(C)(v)(II) of the ESEA), of the students who graduate from high school consistent with 34 CFR 200.19(b)(1)(i) who enroll in a public IHE (as defined in section 101(a) of the HEA) in the State within 16 months of receiving a regular high school diploma, the number and percentage (including numerator and denominator) who complete at least one year's worth of college credit (applicable to a degree) within two years of enrollment in the IHE.
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Please respond (check one): Does the State collect these data (as defined in Indicator (c)(12))?

¹ ☐ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

➔ Provide the State website where the data are collected and publicly available:⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the data publicly available on a website.

➔ Provide the State's plan for making the data publicly available and updating it annually on a website in Part 3B. Mark the Public Reporting column next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

⁷ ☒ No, the State does not collect these data.

If No, please respond (check one):

☐ The State will develop and implement the means to collect and publicly report the data (i.e., the State will collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for collecting, making the data publicly available, and updating it annually on a website in Part 3B, Section I. Mark both the Collection and Public Reporting columns next to "Indicator (c)(12)" in the Plan Element Verification Chart in Part 3B, Section I.

☒ The State will develop but not implement the means to collect and publicly report the data (i.e., the State will not collect and publicly report the data) by September 30, 2011.

➔ Provide the State's plan for developing the means to collect and to publicly report the data (but not the State's implementation of those means) in Part 3B, Section V.

IV. Assurance (d): Supporting Struggling Schools

Indicator (d)(1)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on the State assessments in reading/language arts and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress (as defined in this notice) on State assessments in reading/language arts in the last year.
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Please respond (check one): Does the State collect these data?

¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

→ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

→ Provide the State website where the most recently updated data are provided by the State to the public:
⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the data publicly available on a website.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

→ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(1)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Descriptor (d)(1) Provide the definition of “persistently lowest-achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) that the State uses to identify such schools.



Please respond (check Yes or No): Does the State have a definition of “persistently lowest achieving schools” (consistent with the requirements for defining this term set forth in the Definitions section of the NFR) for the purposes of this indicator?

¹ ☒ Yes, the State has a definition of “persistently lowest achieving schools” for the purposes of this indicator.



Tiers 1, 2, & 3
defined offici...

→ Provide the definition here:²

A persistently low-achieving school is a school that meets any of the following criteria:

1. Is a Title I school in improvement, corrective action, or restructuring status that:

a. is among the lowest-achieving 5% of all Title I schools in improvement, corrective action, or restructuring status, or the lowest-achieving 5 of Title I schools in improvement, corrective action, or restructuring status, whichever number of schools is greater;

OR

b. is a high school that had a graduation rate of less than 60% for each of the previous two graduating classes;

2. Any school eligible for, but not receiving, Title I funds that:

a. is a secondary school and is among the lowest-achieving 5% of all secondary schools eligible for, but not receiving, Title I funds, or the lowest-achieving 5 secondary schools eligible for, but not receiving, Title I schools, whichever number of schools is greater;

OR

b. is a high school that had a graduation rate of less than 60% for each of the previous two graduating classes.

Auxiliary definitions (used in the application of this definition):

High School: Any school enrolling students in grade 10 or higher.

Graduating Class: Defined by the graduation rate as approved by the USDOE, weighted by subgroup membership.

Secondary School: Any middle or high school.

Middle School: Any school enrolling students in a grade no lower than 5th grade and no higher than 9th grade.

Eligible for Title I funds: Any school with 40% or greater poverty as indicated by free and reduced lunch reporting.

If Yes, please respond (check one):

³ ☒ The State has made the definition publicly available on a website.

➔ Provide the State website where the definition is publicly available:⁴

<http://www.ode.state.or.us/search/page/?=2919>

⁵ ☐ The State does not make the definition publicly available on a website.

➔ Provide the State's plan for making the definition publicly available in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁶ ☐ No, the State does not have a definition of "persistently lowest achieving schools" for the purposes of this indicator.

➔ Provide the State's plan for developing a definition and making it publicly available on a website in Part 3B. Cite "Descriptor (d)(1)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

REVISED TO INDICATE THE STATE DOES PUBLICALLY REPORT THIS INFORMATION AND TO PROVIDE THE LINK TO THE APPROVED DEFINITION

Indicator (d)(2)	Provide, for the State, the average statewide school gain in the “all students” category and the average statewide school gain for each student subgroup (as under section 1111(b)(2)(C)(v) of the ESEA) on State assessments in mathematics and for the State and for each LEA in the State, the number and percentage (including numerator and denominator) of Title I schools in improvement, corrective action, or restructuring that have made progress on State assessments in mathematics in the last year.
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Please respond (check one): Does the State collect these data?

¹ ☒ Yes, the State collects these data.

If Yes, please respond (check one):

² ☐ The State makes the data *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the data are collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the data *less than annually*.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated data are provided by the State to the public:


⁵ [Click here to enter text.](#)

⁶ ☒ The State does not make the data publicly available on a website.


➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect these data.

➔ Provide the State’s plan for making the data publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(2)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(3)	Provide, for the State, the number and identity of the schools that are Title I schools in improvement, corrective action, or restructuring, that are identified as persistently lowest-achieving schools.	
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input checked="" type="checkbox"/> The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website. Provide the State website where the information is collected and publicly available:³ http://www.ode.state.or.us/search/page/?id=2919</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the information <i>less than annually</i>. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(3)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>		

REVISED TO PROVIDE THE LINK TO THE LIST OF SCHOOLS

Indicator (d)(4)	Provide, for the State, of the persistently lowest-achieving schools that are Title I schools in improvement, corrective action, or restructuring, the number and identity of those schools that have been turned around, restarted, closed, or transformed (as defined in the NFR) in the last year.	
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the data <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input checked="" type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(4)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>		

Indicator (d)(5)	Provide, for the State, the number and identity of the schools that are secondary schools that are eligible not receive, Title I funds, that are identified as persistently lowest-achieving schools.	for but do
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Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³

<http://www.ode.state.or.us/search/page/?id=2919>

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(5)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

REVISED TO PROVIDE THE LINK TO LIST OF SCHOOLS

Indicator (d)(6) Provide, for the State, of the persistently lowest-achieving schools that are secondary schools that for, but do not receive, Title I funds, the number and identity of those schools that have been turned around, restarted, closed, or transformed in the last year.



Please respond (check one): Does the State collect this information?

¹ ☐ Yes, the State collects this information.

If Yes, please respond (check one):

² ☐ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³ [Click here to enter text.](#)

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)

⁶ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☒ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(6)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

Indicator (d)(7) Provide, for the State and, if applicable, for each LEA in the State, the number of charter schools that are currently permitted to operate under State law.



Please respond (check one): Does the State collect this information?

¹ ☒ Yes, the State collects this information.

If Yes, please respond (check one):

² ☒ The State makes the information *publicly available* and updates the data *at least annually* on a website.

➔ Provide the State website where the information is collected and publicly available:³

<http://www.leg.state.or.us/ors/338.html> **

⁴ ☐ The State makes the data *publicly available* on a website and updates the information *less than annually*.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

➔ Provide the State website where the most recently updated information is provided by the State to the public:

⁵ [Click here to enter text.](#)



⁶ ☐ The State does not make the information publicly available on a website.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.

⁷ ☐ No, the State does not collect this information.

➔ Provide the State's plan for making the information publicly available and updating it annually on a website in Part 3B. Cite "Indicator (d)(7)" in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.

** State law is silent regarding the number of charter schools allowed to operate at any one time. ODE's interpretation of the law is that there is no cap. **(LANGUAGE ADDED)**

Indicator (d)(8)	Confirm, for the State and for each LEA in the State that operates charter schools, the number of charter schools currently operating.	 Confirm 
<p>Please respond (check one): Is the number of charter schools publicly reported as currently operating for the State and for each LEA at http://www.ed.gov/programs/statestabilization/indicator-d8.xls correct?</p> <p>¹ <input type="checkbox"/> Yes, the data are correct.</p> <p>² <input checked="" type="checkbox"/> No, the data are not correct.</p> <p>1. If checked, provide below or in an attachment the correct data and any supporting information. A URL linking to the correct data on the State's website is also sufficient: http://www.ode.state.or.us/search/results/?id=124</p> <p>Please respond (check one):</p> <p>⁴ <input checked="" type="checkbox"/> The State makes the data <i>publicly available</i> and keeps it <i>up-to-date</i> on a website.</p> <p>→ Provide the State website where the data are collected and publicly available:⁵ http://www.ode.state.or.us/search/results/?id=124</p> <p>⁶ <input type="checkbox"/> The State makes the data <i>publicly available</i> on a website but <i>does not keep it up-to-date</i>.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁷ Click here to enter text.</p> <p>⁸ <input type="checkbox"/> The State does not make the data publicly available on a website.</p> <p>→ Provide the State's plan for making the data publicly available and up-to-date on a website in Part 3B. Cite "Indicator (d)(8)" in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p>		

Indicator (d)(9)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in reading/language arts in the last year.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(9)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (d)(10)	Provide, for the State and for each LEA in the State that operates charter schools, the number and percentage of charter schools that have made progress on State assessments in mathematics in the last year.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website.</p> <p>→ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>→ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information.</p> <p>→ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(10)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (d)(11)	Provide, for the State and for each LEA in the State that operates charter schools, the number and identity of charter schools that have closed (including schools that were not reauthorized to operate) within each of the last five years.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. ➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(11)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

Indicator (d)(12)	Indicate, for each charter school that has closed (including a school that was not reauthorized to operate) within each of the last five years, whether the closure of the school was for financial, enrollment, academic, or other reasons.
<p>Please respond (check one): Does the State collect this information?</p> <p>¹ <input checked="" type="checkbox"/> Yes, the State collects this information.</p> <p>If Yes, please respond (check one):</p> <p>² <input type="checkbox"/> The State makes the information <i>publicly available</i> and updates the information <i>at least annually</i> on a website. ➔ Provide the State website where the information is collected and publicly available:³ Click here to enter text.</p> <p>⁴ <input type="checkbox"/> The State makes the information <i>publicly available</i> on a website and updates the information <i>less than annually</i>. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column. ➔ Provide the State website where the most recently updated information is provided by the State to the public: ⁵ Click here to enter text.</p> <p>⁶ <input checked="" type="checkbox"/> The State does not make the information publicly available on a website. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark the Public Reporting column.</p> <p>⁷ <input type="checkbox"/> No, the State does not collect this information. ➔ Provide the State’s plan for making the information publicly available and updating it annually on a website in Part 3B. Cite “Indicator (d)(12)” in the Plan Element Verification Chart in Part 3B, Section I and mark both the Collection and Public Reporting columns.</p>	

PART 3B: DATA COLLECTIONS & PUBLIC REPORTING PLAN

Plan Element Verification: As required by the instructions in Part 1, the following chart is used to indicate which elements are addressed in the State of Oregon's indicator/descriptor plans and whether those plans address collection, public reporting or both. The State of Oregon has only listed those Indicators/Descriptors as required by completing Part 3A.

Location for where the public can find the approved application, progress updates and completed outcomes for the State Plan:

<http://stimulus.k12partners.org/category/subject-area/sfsf-phase-ii>

<u>Element</u>	<u>Collection (check if applies)</u>	<u>Public Reporting (check if applies)</u>
Indicator (a)(1)	X	X
Descriptor (a)(1)	X	X
Indicator (a)(2)		X
Descriptor (a)(2)	X	X
Indicator (a)(3)	X	X
Indicator (a)(4)	X	X
Indicator (a)(5)	X	X
Indicator (a)(6)	X	X
Indicator (a)(7)	X	X
Indicator (c)(1) ¹		
Indicator (c)(6) ²		
Indicator (c)(10) ³		
Indicator (d)(1)		X
Descriptor (d)(1) ⁴		
Indicator (d)(2)		X
Indicator (d)(3) ⁵		
Indicator (d)(4)	X	X
Indicator (d)(5) ⁶		
Indicator (d)(6)	X	X
Indicator (d)(9)		X
Indicator (d)(10)		X
Indicator (d)(11)		X
Indicator (d)(12)		X

¹In the application's section for indicator (c)(1), the State provides a link to the data. Per USED's feedback, a plan is not needed for this indicator based upon the State's confirmation the link provided in the application is the most up-to-date.

² Per USED's feedback, a plan is not needed for this indicator based upon changes to the application (*i.e.*, the State now has indicated it collects and posts data at least annually on a web site). In the application's section for indicator (c)(6), the State has provided the link to the data.

³ Per USED's feedback, a plan is not needed for this indicator based upon changes to the application (*i.e.*, the State now indicates it has completed the 4-year cohort report and has provided a link to that information).

⁴ The State confirmed the definition provided is the approved SIG definition. Per USED's feedback, a plan is not needed.

^{5,6} Per USED's feedback, plans are not needed for these indicators based upon changes to the application (*i.e.*, the State now indicates it has produced the list of schools and has provided a link to that information).

I. ASSURANCES (a), (c), AND (d)

Plan for Indicator (a)(1) (REVISED):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting and making these data publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation is responsible for fiscal and programmatic oversight of efforts concerning teacher quality. In conjunction with the Office of Assessment and Information Services, data are collected, validated, analyzed, and reported. Reporting of these data is accomplished through the publication of the Statewide Annual Report Card. Each office has full-time staff dedicated to these functions.

Organizations Providing Technical Assistance: None.

Overall Budget: No additional budget needed.

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Mar 2010	Data collection window closes
June 2010	Data review and validation completed
August 2010	Data analysis completed
Sep 2010	Publication of data in annual state report card

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Descriptor (a)(1) and Indicators (a)(3), (a)(4), & (a)(5) (ORIGINAL PLAN FOR DESCRIPTOR IS REVISED AND COMBINED WITH INDICATORS (a)(3), (a)(4), & (a)(5) TO CREATE A COMPREHENSIVE PLAN PER USED's REQUEST):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Title IIA (teacher quality) activities. The Office of Assessment and Information Services is responsible for implementing new data collections and works collaboratively with the program offices. Full-time and partial FTE for several staff in both offices is dedicated to these activities. Capacity in EII needs to be built to address the activities associated with this indicator.

Organizations Providing Technical Assistance:

Data Collection Committee: stakeholder group convened quarterly to advise the agency on matters relating to data collection methodology and specification, timelines, and other technical considerations.

IT Managers Group: stakeholder groups convened monthly to provide technical input for proposed and planned data collection changes.

Teacher Standards and Practices Commission: representatives from ODE and TSPC will meet quarterly to ensure alignment between teacher licensure and reporting requirements as well as providing input regarding data collection development and implementation.

Oregon Association of Colleges of Teacher Education: group will be convened quarterly to ensure alignment between teacher preparation and reporting requirements as well as providing input regarding data collection development and implementation.

Overall Budget: 1.0 new FTE at the Education Specialist II classification; .50 new FTE at the Research Analyst 4 classification, .25 existing Information Services Specialist. Budget = \$388,971 (covers this plan and the plan to collect information regarding principal evaluation systems as well).

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
May 2010	Review draft list of data collection elements with internal stakeholder groups; communicate data collection requirement to LEAs.

June 2010	Finalize list of data collection elements.
Aug 2010	Publish information about how to complete the data collection tool to partner districts.
Sept-Oct 2010	Data collection window
Nov-Dec 2010	Data cleaning and validation period
Dec 2010	Notify IT office at ODE of proposed changes in existing data collection structure to collect these data.
Jan 2011	Notify advisory groups of proposed changes for existing data collection.
Mar 2011	Publish results of data collection on agency website.
Feb-April 2011	Review stakeholder input on proposed changes and make revisions; finalize data collection structure.
Apr-July 2011	Data collection tool design and development
Aug 2011	Data collection tool testing and finalization
Sept-Oct 2011	Data collection window
Nov-Dec 2011	Data cleaning and validation period
Mar 2012	Publish results on agency website.

Data Elements and Process

The proposed structure for this data collection begins with a verification question to establish whether an evaluation system is in use in the LEA. If the answer is yes, then questions will be presented to ascertain information that includes what components are included in the evaluation system (e.g., student achievement scores, student surveys, classroom observations, etc.), the frequency of evaluation for various types of teacher (e.g., contract versus probationary), what rating system is used and whether performance levels are indicated, the number of teachers in the district, the number of teachers evaluated, the number of teachers rated at each of the levels comprising the evaluation system, and whether the results of these evaluations are reported publicly. If the LEA indicates the results are in fact reported publicly, information regarding the method of dissemination and any relevant URL will also be collected. Additionally, a narrative will be required to explain how the results of evaluations are used in each of the 5 required areas: teacher development, compensation, promotion, retention, and removal.

Should an LEA answer “no” to the initial question of whether an evaluation system is in place for teachers, additional questions will be presented to ascertain why there is not a system in place, whether plans are being made to devise and implement an evaluation system, on what timeline, what components will be included, how the results are planned to be used in reference to the 5 required categories, and the plans for publicly reporting the teacher evaluation information.

To obtain the baseline data and to inform the design of a collection tool that is integrated into the agency's data infrastructure for the following year, a survey will be provided to the LEAs electronically and collected through secure file transfer means. The data will be assessed for completeness and the ODE data owner will work with LEAs to facilitate 100% participation and 100% survey completion. An ODE analyst will examine the data for anomalies and work with the data owner to correct any erroneous information. Once the data is clean and validated, qualitative and quantitative analysis will be performed with the data. Results will be reported by LEA, with supplemental aggregate information provided as appropriate. Results will be published on an ODE website for public viewing.

The results of the first year's efforts will inform the process of integrating this collection into the ODE data collection infrastructure of permanent yearly data collections. This process includes notification to the districts one school year in advance of a new electronic collection. Opportunity for input and feedback to the structure of the collection and the data collection methods is provided at regularly scheduled quarterly stakeholder meetings. Based on the input received, the IT department plans the development of the final collection tool. The data owner has responsibility for testing the tool and ensuring it accomplishes what it was designed to do. The IT shop continues to provide technical support throughout the deployment of the tool.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT department works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Insufficient existing FTE is an obstacle of serious concern.

Plan for Indicator (a)(2):**Responsible Agency:**

The Oregon Department of Education is the responsible agency for collecting and making this information publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation is responsible for fiscal and programmatic oversight of efforts concerning teacher quality and takes the lead in crafting the state's Equity Plan. Collaboration with other offices within the agency (Office of Assessment and Information Services, Student Learning Partnerships), as well as a host of other field partners, supports this effort. Capacity in EII needs to be expanded in order to facilitate the work required to fulfill this indicator.

Organizations Providing Technical Assistance:

Oregon Association of Colleges of Teacher Education (OACTE), Confederation of State Administrators (COSA), Teacher Standards and Practices Commission (TSPC), Education Northwest, Oregon Education Association (OEA)

These groups have agreed to assist the Department of Education in conducting an inventory of current policies and programs designed to increase the percentage of highly qualified teachers and teacher effectiveness in working with diverse student populations. Results from the survey will help inform the revision of the Equity Plan.

Equity Plan Stakeholder group

This external group will work with ODE to draft an Equity Plan that "fully reflects the steps the state is currently taking to ensure that students from low-income families and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers." Elements will include Oregon's priorities, strategies, implementation steps, and measures for evaluation.

Overall Budget: 1.00 new FTE at the Education Specialist 2 classification and .50 new FTE at the Administrative Specialist classification are needed indefinitely to accomplish this indicator; .15 new FTE at the Research Analyst 4 classification from SLP and .15 existing FTE at the Information Systems Specialist 7 classification from OAIS.

Source of Funds: Federal Funds.

Progress Reports

The state shall work with stakeholders throughout a review process and make adjustment to the plan as needed. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Dec 2009	Distribute electronic <i>Inventory of Current Policies and Programs</i> to state organizations.
Jan 2010	Synthesize survey results.
Jan 2010	Convene external stakeholder work group to draft Equity Plan.
Feb 2010	Share draft Equity Plan for additional feedback. Make adjustments as needed.
Mar 2010	Finalize Equity Plan and post on public website
Sep 2011	Final Implementation, with data release on public website
Sep 2011	Review of process and progress, and planning for next annual update and publication of Equity Plan

Review and Verification of Data

In relation to data contained within and used to inform the state's Equity Plan, the following process is utilized:

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Descriptor (a)(2) and Indicators (a)(6) & (a)(7) (ORIGINAL PLAN FOR DESCRIPTOR IS REVISED AND COMBINED WITH INDICATORS (a)(6) & (a)(7) TO CREATE A COMPREHENSIVE PLAN PER USED's REQUEST):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Title IIA (teacher quality) activities. The Office of Assessment and Information Services is responsible for implementing new data collections and works collaboratively with the program offices. Full-time and partial FTE for several staff in both offices is dedicated to these activities. Capacity in EII needs to be built to address the activities associated with this indicator.

Organizations Providing Technical Assistance:

Data Collection Committee: stakeholder group convened quarterly to advise the agency on matters relating to data collection methodology and specification, timelines, and other technical considerations.

IT Managers Group: stakeholder groups convened monthly to provide technical input for proposed and planned data collection changes.

Teacher Standards and Practices Commission: representatives from ODE and TSPC will meet quarterly to ensure alignment between teacher licensure and reporting requirements as well as providing input regarding data collection development and implementation.

Oregon Association of Colleges of Teacher Education: group will be convened quarterly to ensure alignment between teacher preparation and reporting requirements as well as providing input regarding data collection development and implementation.

Overall Budget: 1.0 new FTE at the Education Specialist II classification; .50 new FTE at the Research Analyst 4 classification, .25 existing Information Services Specialist. Budget = \$388,971 (covers this plan and the plan to collect information regarding teacher evaluation systems as well).

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
May 2010	Review draft list of data collection elements with internal stakeholder groups; communicate data collection requirement to LEAs.
June 2010	Finalize list of data collection elements.

Aug 2010	Publish information about how to complete the data collection tool to partner districts.
Sept-Oct 2010	Data collection window
Nov-Dec 2010	Data cleaning and validation period
Dec 2010	Notify IT office at ODE of proposed changes in existing data collection structure to collect these data.
Jan 2011	Notify advisory groups of proposed changes for existing data collection.
Mar 2011	Publish results of data collection on agency website.
Feb-April 2011	Review stakeholder input on proposed changes and make revisions; finalize data collection structure.
Apr-July 2011	Data collection tool design and development
Aug 2011	Data collection tool testing and finalization
Sept-Oct 2011	Data collection window
Nov-Dec 2011	Data cleaning and validation period
Mar 2012	Publish results on agency website.

Data Elements and Process

The proposed structure for this data collection begins with a verification question to establish whether an evaluation system is in use in the LEA. If the answer is yes, then questions will be presented to ascertain information that includes what components are included in the evaluation system (e.g., student achievement scores, student surveys, classroom observations, etc.), the frequency of evaluation, what rating system is used and whether performance levels are indicated, the number of principals in the district, the number of principals evaluated, and the number of principles rated at each of the levels comprising the evaluation system. Additionally, a narrative will be required to explain how the results of evaluations are used in each of the 5 required areas: principal development, compensation, promotion, retention, and removal.

Should an LEA answer “no” to the initial question of whether an evaluation system is in place principals, additional questions will be presented to ascertain why there is not a system in place, whether plans are being made to devise and implement an evaluation system, on what timeline, what components will be included, how the results are planned to be used in reference to the 5 required categories.

To obtain the baseline data and to inform the design of a collection tool that is integrated into the agency’s data infrastructure for the following year, a survey will be provided to the LEAs electronically and collected through secure file transfer means. The data will be assessed for completeness and the ODE data owner will work with LEAs to facilitate 100% participation and 100% survey completion. An ODE analyst will examine the data for anomalies and work with the data owner to correct any erroneous information. Once the data is clean and validated,

qualitative and quantitative analysis will be performed with the data. Results will be reported by LEA, with supplemental aggregate information provided as appropriate. Results will be published on an ODE website for public viewing.

The results of the first year's efforts will inform the process of integrating this collection into the ODE data collection infrastructure of permanent yearly data collections. This process includes notification to the districts one school year in advance of a new electronic collection.

Opportunity for input and feedback to the structure of the collection and the data collection methods is provided at regularly scheduled quarterly stakeholder meetings. Based on the input received, the IT department plans the development of the final collection tool. The data owner has responsibility for testing the tool and ensuring it accomplishes what it was designed to do. The IT shop continues to provide technical support throughout the deployment of the tool.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT department works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Insufficient existing FTE is an obstacle of serious concern.

Plan for Indicator (d)(1) (REVISED):

The agency currently collects the data required to implement a cohort-based measure of school gains (i.e., gains in percent met from year-to-year). Data on this measure can be made available by May 2010. Oregon has developed an individual student growth model used for state accountability. We anticipate using this grant to enhance the model in order to apply it to measures of longitudinally-based school gains and to measures of teacher effectiveness. Milestones for this enhancement are given below.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services (OAIS) will lead the project, with assistance from the office of Educational Improvement and Innovation (EII). The Agency has full-time staff within OAIS responsibility to develop, maintain, and report on measures of growth, and EII has full-time staff responsible for the monitoring of Title I programs.

Organizations Providing Technical Assistance:**Accountability Advisory Committee**

Convened as required by OAR 581-022-1065, this is an external group that advises ODE on accountability policy. Will provide assistance in determining the technical adequacy of school gain measures and make recommendation for adoption of a school gain measure.

Assessment Advisory Committee

This is an external group that advises ODE on assessment policy and implementation. The committee will provide assistance in determining the validity of the measure as related to instructional and assessment practice.

Overall Budget: 0.1 FTE at the OAIS Information Systems Specialist 7 classification, 0.1 FTE at the OAIS Education Specialist 2 classification and 0.04 FTE EII Education Specialist 2 for the duration of the project, using existing agency personnel.

Total Cost: \$ 28,126

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. The state also regularly publishes the data reporting schedule for each school year.

Milestones

Cohort-based measure of Gains using Percent Met	
Date	Milestone
Apr 2010	Posting of state level gains using the cohort-based model.
May 2010	Posting of the number and percentage of schools in improvement status that have made progress, at the state and LEA level for reading, using the cohort-based model.

Development of Longitudinally-based Gains using a Student Growth Model	
May 2010	Draft Proposals for longitudinally-based measure.
Aug 2010	Completion of review of proposed measures by technical advisory groups.
Nov 2010	Completion of review of measure by stakeholder groups.
Dec 2010	Submission of measure for review and approval by US Dept of Education.
April 2011	Specifications for implementation completed.
Aug 2011	Output measures validated
Sept 2011	Final Implementation, with data release on public website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), the source of the data, and the requirements for extracting the data from our information systems. Our IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so we can replicate the results. The resulting data set is sent to the data owner for validation and verification. The data owner works with their staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Indicator (d)(2) (REVISED):

The agency currently collects the data required to implement a cohort-based measure of school gains (i.e., gains in percent met from year-to-year). Data on this measure can be made available by May 2010. Oregon has developed an individual student growth model used for state accountability. We anticipate using this grant to enhance the model in order to apply it to measures of longitudinally-based school gains and to measures of teacher effectiveness. Milestones for this enhancement are given below.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services (OAIS) will lead the project, with assistance from the office of Educational Improvement and Innovation (EII). The Agency has full-time staff within OAIS responsibility to develop, maintain, and report on measures of growth, and EII has full-time staff responsible for the monitoring of Title I programs.

Organizations Providing Technical Assistance:**Accountability Advisory Committee**

Convened as required by OAR 581-022-1065, this is an external group that advises ODE on accountability policy. Will provide assistance in determining the technical adequacy of school gain measures and make recommendation for adoption of a school gain measure.

Assessment Advisory Committee

This is an external group that advises ODE on assessment policy and implementation. The committee will provide assistance in determining the validity of the measure as related to instructional and assessment practice.

Overall Budget: 0.1 FTE at the OAIS Information Systems Specialist 7 classification, 0.1 FTE at the OAIS Education Specialist 2 classification and 0.04 FTE EII Education Specialist 2 for the duration of the project, using existing agency personnel.

Total Cost: \$28,126

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. The state also regularly publishes the data reporting schedule for each school year.

Milestones

Cohort-based measure of Gains using Percent Met	
Date	Milestone
Apr 2010	Posting of state level gains using the cohort-based model.
May 2010	Posting of the number and percentage of schools in improvement status that have made progress, at the state and LEA level for reading, using the cohort-based model.

Development of Longitudinally-based Gains using a Student Growth Model	
May 2010	Draft Proposals for longitudinally-based measure.
Aug 2010	Completion of review of proposed measures by technical advisory groups.
Nov 2010	Completion of review of measure by stakeholder groups.
Dec 2010	Submission of measure for review and approval by US Dept of Education.
April 2011	Specifications for implementation completed.
Aug 2011	Output measures validated
Sept 2011	Final Implementation, with data release on public website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), the source of the data, and the requirements for extracting the data from our information systems. Our IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so we can replicate the results. The resulting data set is sent to the data owner for validation and verification. The data owner works with their staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Indicator (d)(4) (REVISED):

Responsible Agency:

Oregon Department of Education

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Title 1 activities. The Office of Assessment and Information Services is responsible for implementing new data collections and works collaboratively with the program offices. Full-time and partial FTE for several staff in both offices is dedicated to these activities. Capacity in EII needs to be built to address the activities associated with this indicator.

These data have not previously been collected. Now that low-achieving schools have been formally identified, the Department will be working with them to improve their achievement status. After one year, there will be information to collect regarding these schools' activities to turn around, restart, close, or transform. This plan is formulated to ensure the Department is prepared to collect these data when the information becomes available.

Organizations Providing Technical Assistance:

Data Collection Committee: stakeholder group convened quarterly to advise the agency on matters relating to data collection methodology and specification, timelines, and other technical considerations.

IT Managers Group: stakeholder groups convened monthly to provide technical input for proposed and planned data collection changes.

Overall Budget: 0.25 existing FTE from OAIS for the duration of the project; 0.30 new FTE of an Education Specialist II and .025 new FTE of a Research Analyst 3 from EII.

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Dec 2009	Notify IT office at ODE of proposed changes in existing data collection structure to collect these data.
Jan 2010	Notify advisory groups of proposed changes for existing data collection.
Feb-April 2010	Review stakeholder input on changes and make revisions.

April 2010	Finalize data collection structure.
Mar 2011	Data collection design and testing completed
May 2011	Implement new collection with changes.
July 2011	Collection data verification and validation completed
Aug 2011	Data analysis and verification
Sept 2011	Publish results on agency website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT department works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Insufficient existing FTE is an obstacle of serious concern.

Plan for Indicator (d)(6) (REVISED):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Title 1 activities. The Office of Assessment and Information Services is responsible for implementing new data collections and works collaboratively with the program offices. Full-time and partial FTE for several staff in both offices is dedicated to these activities. Capacity in EII needs to be built to address the activities associated with this indicator.

These data have not previously been collected. Now that low-achieving schools have been formally identified, the Department will be working with them to improve their achievement status. After one year, there will be information to collect regarding these schools' activities to turn around, restart, close, or transform. This plan is formulated to ensure the Department is prepared to collect these data when the information becomes available.

Organizations Providing Technical Assistance:

Data Collection Committee: stakeholder group convened quarterly to advise the agency on matters relating to data collection methodology and specification, timelines, and other technical considerations.

IT Managers Group: stakeholder groups convened monthly to provide technical input for proposed and planned data collection changes.

Overall Budget: 0.25 existing FTE from OAIS for the duration of the project; 0.30 new FTE of an Education Specialist II and .025 new FTE of a Research Analyst 3 from EII.

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Dec 2009	Notify IT office at ODE of proposed changes in existing data collection structure to collect these data.
Jan 2010	Notify advisory groups of proposed changes for existing data collection.
Feb-April 2010	Review stakeholder input on changes and make revisions.
April 2010	Finalize data collection structure.

Mar 2011	Data collection design and testing completed
May 2011	Implement new collection with changes.
Jun-July 2011	Collection data verification and validation
Aug 2011	Data analysis and verification.
Sept 2011	Publish results on agency website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT department works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicated with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Insufficient existing FTE is an obstacle of serious concern.

Plan for Indicator (d)(9) (REVISED):

The agency currently collects the data required to implement a cohort-based measure of school gains (i.e., gains in percent met from year-to-year). Data on this measure can be made available by June 2010. Oregon has developed an individual student growth model used for state accountability. We anticipate using this grant to enhance the model in order to apply it to measures of longitudinally-based school gains and to measures of teacher effectiveness. Milestones for this enhancement are given below.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services (OAIS) and the Office of Educational Improvement and Innovation (EII) will lead the project. The Agency has full-time staff within OAIS responsibility to develop, maintain, and report on measures of growth and EII has full-time staff responsible for the monitoring of charter school programs.

Organizations Providing Technical Assistance:**Accountability Advisory Committee**

Convened as required by OAR 581-022-1065, this is an external group that advises ODE on accountability policy. Will provide assistance in determining the technical adequacy of school gain measures and make recommendation for adoption of a school gain measure.

Assessment Advisory Committee

This is an external group that advises ODE on assessment policy and implementation. The committee will provide assistance in determining the validity of the measure as related to instructional and assessment practice.

Overall Budget: 0.1 FTE at the OAIS Information Systems Specialist 7 classification, 0.1 FTE at the OAIS Education Specialist 2 classification and 0.04 FTE EII Education Specialist 2 for the duration of the project, using existing agency personnel.

Total Cost: \$6,800

Source of Funds: Federal Funds.

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. The state also regularly publishes the data reporting schedule for each school year.

Milestones

Cohort-based measure of Gains using Percent Met	
Date	Milestone
Apr 2010	Posting of state level gains using the cohort-based model.
June 2010	Posting of the number and percentage of charter schools that have made progress, at the state and LEA level for reading, using the cohort-based model.

Development of Longitudinally-based Gains using a Student Growth Model	
May 2010	Draft proposals for longitudinally-based measure
Aug 2010	Completion of review of proposed measures by technical advisory groups
Nov 2010	Completion of review of measure by stakeholder groups
Dec 2010	Submission of measure for review and approval by US Dept of Education
April 2011	Specifications for implementation completed
Aug 2011	Output measures validated
Sept 2011	Final implementation, with data release on public website

Review and Verification of Data

ODE determines the content expert for the required data (data owner), the source of the data, and the requirements for extracting the data from our information systems. Our IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so we can replicate the results. The resulting data set is sent to the data owner for validation and verification. The data owner works with their staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Indicator (d)(10) (REVISED):

The agency currently collects the data required to implement a cohort-based measure of school gains (i.e., gains in percent met from year-to-year). Data on this measure can be made available by June 2010. Oregon has developed an individual student growth model used for state accountability. We anticipate using this grant to enhance the model in order to apply it to measures of longitudinally-based school gains and to measures of teacher effectiveness. Milestones for this enhancement are given below.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services (OAIS) and the Office of Educational Improvement and Innovation (EII) will lead the project. The Agency has full-time staff within OAIS responsibility to develop, maintain, and report on measures of growth and EII has full-time staff responsible for the monitoring of charter school programs.

Organizations Providing Technical Assistance:**Accountability Advisory Committee**

Convened as required by OAR 581-022-1065, this is an external group that advises ODE on accountability policy. Will provide assistance in determining the technical adequacy of school gain measures and make recommendation for adoption of a school gain measure.

Assessment Advisory Committee

This is an external group that advises ODE on assessment policy and implementation. The committee will provide assistance in determining the validity of the measure as related to instructional and assessment practice.

Overall Budget: 0.1 FTE at the OAIS Information Systems Specialist 7 classification, 0.1 FTE at the OAIS Education Specialist 2 classification and 0.04 FTE EII Education Specialist 2 for the duration of the project, using existing agency personnel.

Total Cost: \$6,800

Source of Funds: Federal Funds

Progress Reports

The state shall post announcements for stakeholder review, and for meetings of advisory committees. The state also regularly publishes the data reporting schedule for each school year.

Milestones

Cohort-based measure of Gains using Percent Met	
Date	Milestone
Apr 2010	Posting of state level gains using the cohort-based model.
June 2010	Posting of the number and percentage of charter schools that have made progress, at the state and LEA level for math, using the cohort-based model.

Development of Longitudinally-based Gains using a Student Growth Model	
May 2010	Draft Proposals for longitudinally-based measure.
Aug 2010	Completion of review of proposed measures by technical advisory groups.
Nov 2010	Completion of review of measure by stakeholder groups.
Dec 2010	Submission of measure for review and approval by US Dept of Education.
April 2011	Specifications for implementation completed.
Aug 2011	Output measures validated
Sept 2011	Final Implementation, with data release on public website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), the source of the data, and the requirements for extracting the data from our information systems. Our IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so we can replicate the results. The resulting data set is sent to the data owner for validation and verification. The data owner works with their staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure.

Plan for Indicator (d)(11) (REVISED):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Charter School activities. Full-time is dedicated to these activities.

Organizations Providing Technical Assistance:

District Sponsors

District sponsors will provide accurate data regarding closed charter schools. Closures will adhere to ORS 338.105 and 338.065 as required.

Overall Budget: 0.25 FTE of an Education Specialist 2 classification for the duration of the project using existing agency personnel.

Source of Funds: \$44,592 Federal Funds

Progress Reports

Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Mar 2010	Draft list of all information.
Apr 2010	Post 2008-09 information on the Agency website.
Nov 2010	Compile 2009-10 updates to ready for posting.
Jan 2011	Post 2009-2010 information on the Agency website.
Nov 2011	Continue annual implementation of posting on Agency website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicate with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Oregon has collected these data for more than five years and will be able to provide the past five years of data.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure. Timely and accurate reporting from district sponsors will be addressed.

Plan for Indicator (d)(12) (REVISED):

Responsible Agency:

The Oregon Department of Education is the responsible agency for collecting these data and making them publicly available. Of the five offices comprising the agency, the Office of Educational Improvement and Innovation (EII) is responsible for fiscal and programmatic oversight for Charter School activities. Full-time is dedicated to these activities.

Organizations Providing Technical Assistance:

District Sponsors

District sponsors will provide accurate data regarding closed charter schools. Closures will adhere to ORS 338.105 and 338.065 as required.

Overall Budget: 0.25 FTE of an Education Specialist 2 classification for the duration of the project using existing agency personnel.

Source of Funds: \$44,592 Federal Funds

Progress Reports

Progress reports will be posted on the agency website as milestones are achieved.

Milestones

Date	Milestone
Mar 2010	Draft list of all information.
Apr 2010	Post 2008-09 information on the Agency website.
Nov 2010	Compile 2009-10 updates to ready for posting.
Jan 2011	Post 2009-2010 information on the Agency website.
Nov 2011	Continue annual implementation of posting on Agency website.

Review and Verification of Data

ODE determines the content expert for the required data (data owner), who works with internal and external partners to determine the data elements needed, and the design of the data collection tool. The data owner manages the process of collecting the data from district submitters. Once collected, the data owner works with internal partners to determine the requirements for extracting the data from our information systems, based on reporting needs, and determines other appropriate data sources. The IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so the results can be replicate with accuracy. The resulting data set is sent to the data owner for validation and verification. The data owner works with analyst staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data is correct.

Oregon has collected these data for more than five years and will be able to provide the past five years of data.

Potential Obstacles

There are no prohibitions in state law or policy regarding this measure. Timely and accurate reporting from district sponsors will be addressed.

II. INDICATOR (b)(1) (REVISED)

Plan Element Verification: As required by Part 1 of the application instructions, the following chart indicates which elements the State of Oregon addresses in their plan for Indicator (b)(1).

<u>COMPETES</u> <u>Element</u>	<u>Must be</u> <u>addressed in</u> <u>plan</u>	<u>Does not</u> <u>need to be</u> <u>addressed in</u> <u>plan</u>
1		X
2		X
3	X	
4		X
5		X
6		X
7		X
8	X	
9	X	
10	X	
11		X
12		X

Plan for Indicator (b)(1) Element 3 (REVISED):

Current Status:

The state currently tracks this information for grades 1-12; expansion needed to capture Pre-K, K, and postsecondary entry, exit, transfer and other outcomes. ODE will meet with our partners (OUS and EC Cares) to determine which data elements are available in our systems that represent entry, exit, transfer and other outcomes that we ought to exchange.

Responsible Agency:

Oregon Department of Education

The Office of Assessment and Information Services will lead the project.

Organizations Providing Technical Assistance or Collaboration:

Oregon University System (OUS) -- higher education data on exit, transfer, drop out, and completion events

EC Cares – Pre-K and K entry, transfer, and completion data

Overall Budget:

2.0 FTE at the Information Systems Specialist 7 classification for the duration of the project using existing agency personnel.

Total Cost: \$220,076

Source of Funds: Federal Funds

Progress Reports

The state shall publish data on exchange statistics in September 2010.

Milestones

Date	Milestone
Apr 2010	Requirements gathered and analyzed for Pre-K and K entry, transfer, exit, and completion events.
Jun 2010	Requirements gathered and analyzed for postsecondary entry, transfer, exit, and completion events.
July 2010	Database enhanced to include new Pre-K and K events; business rules implemented.
Sep 2010	Database enhanced to include new postsecondary events; business rules implemented.
Dec 2010	ETLs (Extract-Transform-Load) procedures completed for all data feeds. ETLs represent the core functionality of how data are migrated from one system to another, for example, from a Pre-K partner to ODE.
Mar 2011	Data exchange implemented as nightly jobs. ODE uses an ETL scheduling mechanism by which each partner may request what information is exchanged and how often. ODE must build out the data exchange system to include the new transcript information, chunked appropriately.

Potential Obstacles

If there are large programmatic changes for our collaborating partners, milestones may have to be reset. Balance competing many new mandates and requirements without additional resources at the state level.

Plan for Indicator (b)(1) Element 8 (REVISED):**Current Status:**

The state currently issues unique identifiers for students (SSID) and staff, including teachers (USID). No mechanism exists for linking teachers to students.

ODE will pursue a two-part strategy to linking teachers to students. First, we'll develop, implement, and provision a unique Instructional Unit Identifier (IUID). This will allow the state to link teachers to students through each course the student takes. Second, we'll develop reports based on the teacher-student linkage. Please see our response to Indicator (b)(3) for additional information on these reports.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services will lead the project.

Organizations Providing Technical Assistance/Collaboration:

Teacher Standards and Practices Commissions

Overall Budget:

5.0 FTE at the Information Systems Specialist 7 classification for the duration of the project using existing agency personnel.

Total Cost: \$550,191

Source of Funds: Federal Funds

Progress Reports

The state shall publish the state of implementation in March 2011.

Milestones

Date	Milestone
Sep 2010	Requirements gathering and analysis completed for database development and technical implementation of Instructional Unit Identifiers (IUID).
Mar 2011	Complete IUID implementation and integration with existing applications
Apr 2011	Web portal for validating teacher-student linkages created.
Sep 2011	All IUIDs collected from LEAs and validated.
Sep 2011	Reporting capability completed; on-demand reports available online (public and district versions)

Potential Obstacles

All regional warehouse partners will have to write ETLs. The state shall attempt to limit risk by offering technical assistance to our regional warehouse partners. Balance competing many new mandates and requirements without additional resources at the state level.

Plan for Indicator (b)(1) Element 9 (REVISED):

Current Status:

The state currently tracks transcript information for grades 1-12; expansion needed to capture Pre-K, K, and postsecondary transcript information.

ODE recognizes that many new data elements will be required to represent Pre-K, K, and postsecondary transcript information. We will conduct extensive requirements gathering and analysis so that the expanded transcripts capture all relevant information.

Responsible Agency:

Oregon Department of Education

The Office of Assessment and Information Services will lead the project.

Organizations Providing Technical Assistance or Collaboration:

Oregon University System (OUS) -- higher education data on exit, transfer, drop out, and completion events

EC Cares – Pre-K and K entry, transfer, and completion data

Overall Budget:

4.0 FTE at the Information Systems Specialist 7 classification for the duration of the project using existing agency personnel.

Total Cost: \$440,152

Source of Funds: Federal Funds

Progress Reports

The state shall publish data exchange statistics in September 2010.

Milestones

Date	Milestone
Apr 2010	Requirements gathered and analyzed for Pre-K and K transcripts. Multiple stakeholder meetings for each group will be conducted to elicit the transcript needs and discuss implementation issues.
Jun 2010	Requirements gathered and analyzed postsecondary transcripts. Multiple stakeholder meetings will be conducted with Oregon University System IT and policy groups.
Sep 2010	Database enhanced to include new grade ranges; business rules implemented
Dec 2010	ETLs (Extract-Transform-Load) procedures completed for all data feeds. ETLs represent the core functionality of how data are migrated from one system to another, for example, from a Pre-K partner to ODE.
Mar 2011	Data exchange implemented as nightly jobs. ODE uses an ETL scheduling mechanism by which each partner may request what information is exchanged and how often. ODE must build out the data exchange system to include the new transcript information, chunked appropriately.

Potential Obstacles

If there are large programmatic changes for our collaborating partners, milestones may have to be reset. Balance competing many new mandates and requirements without additional resources at the state level.

Plan for Indicator (b)(1) Element 10 (REVISED):**Current Status:**

The state currently has access to college readiness scores such as the PSAT, SAT, and ACT at the school/institution level; student-level record capability must be added. In the past, Oregon has reported college readiness test performance aggregated at the institution level.

Oregon will procure electronic files that include the SSID (unique student identifier) of each student taking a college readiness test.

Responsible Agency:**Oregon Department of Education**

The Office of Assessment and Information Services will lead the project.

Organizations Providing Technical Assistance:**Overall Budget:**

3.0 FTE at the Information Systems Specialist 7 classification and 1.0 FTE of a Research Analyst 4 classification for the duration of the project using existing agency personnel.

Total Cost: \$416,937

Source of Funds: Federal Funds

Progress Reports

The state shall publish file formats in March 2011.

Milestones

Date	Milestone
Mar 2010	Requirements gathering and analysis completed for electronic file formats to be procured from test vendors. Identify data elements to be joined to provide disaggregated reporting on demographic variables.
Apr 2010	Submit completed purchase agreements to vendors.
Nov 2010	Databases enhanced to store student-level records on readiness tests (e.g., PSAT, SAT, ACT). Determine whether data to be stored in a separate database or within tables in an existing database; implement architecture.
Feb 2011	Reports designs completed (online and downloadable); developed with 2 stakeholder advisory groups (Assessment Advisory Committee, Assessment Advisory Committee)
Apr 2011	Draft reports available based on 2010 data.
Aug 2011	Acceptance testing of system completed by ODE and district personnel.
Sep 2011	Online on-demand reports available (public and district) through ODE website as PDF files. Student-level reports available through district secure site. Institution-level reports available through public site.

Potential Obstacles

Balance competing many new mandates and requirements without additional resources at the state level.

INDICATOR (b)(2)

NOT APPLICABLE

III. INDICATOR (b)(3) (REVISED)

Plan for Indicator (b)(3):

Oregon will evaluate teacher impact on student performance using measures that are technically adequate and established via a process that incorporates input and review by diverse and representative stakeholders. Oregon's collaborative review with stakeholders will include at least one or more of the following options:

Possible Measures:

- Oregon's Assessment of Knowledge and Skills
- Performance Assessments
- Formative Assessments

Possible Models:

- Oregon's current standards based growth model
- A norm referenced growth model such as Colorado's
- A probability based model

Additional measures and models will be considered as appropriate and necessary.

ODE is proposing to develop a unique Instructional Unit Identifier (IUID) which will link teachers to students through an instance of a course. Each IUID will include information on course description, term, time of day/period, teacher of record (via USID, an already implemented unique identifier for teachers), other instructors (via USID), location (building and room), SCED course code, and local course code.

Responsible Agency:

Oregon Department of Education

The Office of Assessment and Information Services will lead the project.

Organizations Providing Technical Assistance or Collaboration:

- Teacher Standards and Practices Commission
- Additional stakeholders to be identified

Overall Budget:

- 3.0 FTE at the Information Systems Specialist 7 classification and 2.0 FTE of a Research Analyst 4 classification for the duration of the project using existing agency personnel.

Total Cost: \$503,760

Source of Funds: Federal Funds

Progress Reports

The state shall provide sample draft reports to the public in July 2011.

Milestones

Date	Milestone
May 2010	Convene stakeholder workgroup to establish guiding principles and approach to the work. Initiate Requirements gathering for database development and technical implementation of Instructional Unit Identifiers (IUID).
June 2010	Identify highest priority options for measures and models.
July 2010	Draft white paper for workgroup regarding pros and cons of each priority option. Receive input.
Aug 2010	Present white paper to workgroup that evaluates pros and cons of each priority option. Elicit recommendation from workgroup regarding measures and models.
Sep 2010	Requirements gathering and analysis completed for database development and technical implementation of Instructional Unit Identifiers (IUID).
Sep 2010	Begin establishing technical specifications for addition or implementation of measures and models including development of Teacher Impact Reports as required by workgroup recommendation.
Nov 2010	Present draft technical specifications to workgroup for review.
Dec 2010	Finalize technical specifications of measures and models
Dec 2010	Begin Architectural changes to support IUID.
Jan 2011	Begin implementation of development of measures and models as necessary.
Mar 2011	Complete IUID implementation and integration with existing applications.
Apr 2011	Begin small scale piloting measures, models and reports as appropriate and necessary.
June 2011	Implement large scale pilot of measures, models and reports as appropriate and necessary.
Aug 2011	Teacher impact applications and reports operational.

Potential Obstacles

Balance competing many new mandates and requirements without additional resources at the state level. In addition, Oregon needs to balance the validity and reliability of these measures against the potential cost required to collect and maintain the data.

IV. INDICATORS (c)(11) AND (c)(12) (REVISED)

Plan Element Verification: In the chart below the State of Oregon has indicated how it will address Indicators (c)(11) and (c)(12) in the following plans.

<u>Element</u>	<u>Not Applicable: The State will develop and implement the means to collect and publicly report the data (Complete Plan in Section I).</u>	<u>Applicable: The State will develop but not implement the means to collect and publicly report the data (Complete Plan in this section).</u>
Indicator (c)(11)		X
Indicator (c)(12)		X

Plan for Indicator (c)(11) (REVISED):

Responsible Agency:

Oregon Department of Education

The Office of the Superintendent will lead the project, with the assistance of the Office of Assessment and Information Services (OAIS), the Oregon University System (OUS), the Oregon Department of Community Colleges and Workforce Development (CCWD).

Organizations Providing Technical Assistance:

The Oregon Department of Education will contract with the National Student Clearinghouse to provide data matching services and datasets relating to the enrollment of Oregon high school graduates in institutions of higher education throughout the United States. The State will collect all in-state and out-of-state public/private IHE information.

Overall Budget: .20 FTE for the duration of the project using existing agency personnel plus funds, estimated at \$25,000 per year, to purchase the National Student Clearinghouse data matching service.

Source of Funds: \$25,000 State Funds.

Milestones

Date	Milestone
July 2010	Staff from the Oregon Department of Education, with assistance from staff from the Oregon University System and the Department of Oregon Community Colleges and Workforce Development, will complete the project specifications and data needs.
March 2011	The Office of Assessment and Information Services will update the Department of Education's student-level database structures to incorporate data on college enrollment.
June 2011	The Office of Assessment and Information Services will update the ODE website to so it has the ability to report the enrollment information.
Sept. 2011	Staff from the Department of Education will contract with the National Student Clearinghouse for data matching services. ODE will then incorporate the matched data into the ODE's databases and web-based reports.

Potential Obstacles

The Department of Education does not have budgeted resources for this activity. However, we have identified resources to purchase a one-year subscription to the National Student Clearinghouse and will explore options (internal and external) to continue the subscription beyond one year.

Plan for Indicator (c)(12) (REVISED):

Responsible Agency:

Oregon Department of Education

The Office of the Superintendent will lead the project, with the assistance of the Office of Assessment and Information Services (OAIS) , the Oregon University System (OUS), the Oregon Department of Community Colleges and Workforce Development (CCWD).

Organizations Providing Technical Assistance:

The Oregon Department of Education, OUS, and CCWD have the technical expertise to complete this project.

Overall Budget: .20 FTE for the duration of the project using existing agency personnel.

Source of Funds: \$5,000 State Funds

Milestones

Date	Milestone
July 2010	Staff from the Oregon Department of Education, with assistance from staff from the Oregon University System and the Department of Oregon Community Colleges and Workforce Development, will complete the project specifications and data needs.
March 2011	The Office of Assessment and Information Services will update the Department of Education's student-level database structures to incorporate data on college enrollment.
June 2011	The Office of Assessment and Information Services will update the ODE website to so it has the ability to report the enrollment information.
Sept. 2011	Staff from the Department of Education will work with staff from OUS and CCWD to match data for high school graduates with enrollment data in Oregon's public institutions of higher education. ODE will then incorporate the matched data into the ODE's databases and web-based reports.

Potential Obstacles

The Department of Education does not have budgeted resources for this activity. However, we have identified resources to purchase a one-year subscription to the National Student Clearinghouse and will explore options (internal and external) to continue the subscription beyond one year.

PART 3C: GENERAL REQUIREMENTS

- (1) Describe the processes the State employs to review and verify the required data and other information on the indicators and descriptors.

ODE determines the content expert for the required data (data owner), the source of the data, and the requirements for extracting the data from our information systems. Our IT section works closely with the data owner, and supporting staff, on the extraction rules for the required data. The process is documented and the necessary IT structures created so we can replicate the results. The resulting data set is sent to the data owner for validation and verification. The data owner works with their staff to analyze the data and either recommends changes to the extraction requirements or signs off that the required data are correct.

- (2) Describe the processes the State employs to ensure that, consistent with 34 CFR 99.31(b), the required data and other information are not made publicly available in a manner that personally identifies students, where applicable.

ODE started collecting student information in school year 2001-2002 and has added new student-level data collections each school year. Data collected is secured from unauthorized disclosure by:

- Encrypting data sent/received electronically (SSL)
- Restricting data access to authorized individuals through district superintendent selection of a local security administrator to control access to each data system; and advising districts that those authorized be required to sign confidentiality forms
- Restricting ODE IT staff, research staff, and data owner access to student data through a formal request/approval process; including annual department wide staff security training and annual signing of an acceptable use policy
- Providing data to the Public only in aggregate and implementing appropriate data suppression based on cell size
- Removing personal identifiers when researchers are authorized access to microdata